

SEA, LEA, or school define and implement significant impact of a language other than English on English language proficiency? What are the factors that determine the number of generations that are affected by this significant impact? How sensitive are current English language proficiency assessment instruments in measuring the significant impact of an environment in which a language other than English is spoken? What trends or patterns have SEAs, LEAs, schools, or tribes observed regarding the identification of Native American students as English learners and the progress of these students in acquiring English and attaining English proficiency?

4.2.3 *PHLOTE Surveys*. How do SEAs and LEAs frame questions on PHLOTE surveys to ascertain that a language other than English has had a significant impact on a student's level of English language proficiency? What are the practices and policies with regard to PHLOTE surveys that SEAs and LEAs have used to accurately identify Native American students who are English learners? Are any of these practices promising? If so, please describe the practices, as well as evidence to support that they are promising.

4.2.4 *Multi-Step Process for Identifying Native American English Learners*. Several States have indicated that they use a multi-step process to identify Native American English learners, such as interviewing a parent after completion of the PHLOTE survey or using a teacher language-observation checklist to verify a child's language needs. What are the multi-step processes used in the State, LEA, or school, including the components, timeline, and roles and responsibilities of individuals who assist with identification of students?

What evidence or research exists to support that a multi-step process is effective in accurately identifying Native American English learner students? What steps or considerations in a multi-step process are of value in evaluating Native American students who are English learners and who have or may be suspected of having disabilities; e.g., hearing impairment, particularly in the younger age range when eligibility evaluations for special education services are often conducted? What are the benefits and drawbacks of using a multi-step process? What are the roles of parents and community members in assisting with identification of these students as English learners? Are there barriers to the adoption of these practices at the SEA, LEA, or school level?

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- Institute of Education Sciences, U.S. Department of Education. *Table A–33–2. Number of status dropouts and status dropout rates of 16- through 24-year-olds in the noninstitutionalized group quarters and household population, by nativity and selected characteristics:*

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## DEPARTMENT OF ENERGY

### DOE/NSF High Energy Physics Advisory Panel: Correction

**AGENCY:** Office of Science, Department of Energy.

**ACTION:** Notice of open meeting: Correction.

**SUMMARY:** On February 14, 2013, the Department of Energy (DOE) published a notice of open meeting for the DOE/NSF High Energy Physics Advisory Panel to be held on March 11–12, 2013. This document makes a correction to that notice.

**FOR FURTHER INFORMATION CONTACT:** John Kogut, Executive Secretary; High Energy Physics Advisory Panel; U.S. Department of Energy; SC–25; Germantown Building, 1000 Independence Avenue SW., Washington, DC 20585–1290; Telephone: 301–903–1298.

#### Corrections

In the **Federal Register** of February 21, 2013, in FR Doc. 2013–04064, on page 12043, please make the following correction:

Under **DATES**, page 12043, third column, first paragraph, first line, the time has changed. The new time is 9:00 a.m.–6:00 p.m.

Issued in Washington, DC, on February 26, 2013.

**LaTanya R. Butler,**

*Deputy Committee Management Officer.*

[FR Doc. 2013–04876 Filed 3–1–13; 8:45 am]

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